



Course Announcement

To: All Law Enforcement and Correctional Agencies

From: John C. Moses
Director of Criminal Justice

A handwritten signature in blue ink that reads "John C. Moses".

Date: June 4, 2025

Re: **First-Line Administrator Training**
CJA116-5013 (40 hours)
MPCTC#: P50285 / C19924

September 15 to 19, 2025

Location: Wor-Wic Community College
Eastern Shore Criminal Justice Academy
Hazel Center, Room 302
32000 Campus Drive
Salisbury, MD 21804
410-572-8750

Dates & Times: Monday, September 15 to Friday, September 19
0745 to 1630
(There will be 2 ½ additional hours conducted outside the classroom)

Fee: \$181 Somerset/Wicomico/Worcester Counties
\$191 Other counties

Reservations: Email requests to escjaregistration@worwic.edu

The Eastern Shore Criminal Justice Academy is pleased to present the Maryland Police and Correctional Training Commission's *FIRST-LINE ADMINISTRATOR'S TRAINING PROGRAM*. The program will be presented in five modules which will address the following topic areas:

Module #1:	Role of the First Line Administrator in a Criminal Justice Agency
Module #2:	First Line Administrator as Planner and Problem Solver
Module #3:	Communications
Module #4:	Role in Managing Human Resources
Module #5:	Risk Management

The program is designed to meet the training requirements of the Maryland Police and Correctional Training Commissions for new administrators and will require successful completion of the M.P.C.T.C. **TERMINAL TRAINING OBJECTIVES**. Program participants shall achieve a minimum score of 70 percent on a final examination and must fully participate in practical exercises during the program. **A participant absent for more than 10 percent of a program may not be certified unless the academy program director and the Commission training coordinator determine that sufficient work has been completed.**

Upon completion of this course, the student should be able to:

1. Given information from course materials and classroom discussion, analyze how leadership principles apply to the role(s) of a First Line Administrator.
2. Examine the role(s) of a First Line Administrator.
3. Distinguish between an effective administrator/manager and an effective leader.
4. Discuss the role of self-awareness, self-management, and emotional intelligence in effective leadership.
5. Recognize the administrator's role in the budget planning process.
6. Using hypothetical workplace situations, analyze the First Line Administrator's role in organizational change.
7. Discuss the operational steps of a problem-solving process to include ethical considerations.
8. Apply leadership principles and personal characteristics to the problem-solving model to resolve issues in areas such as: HR, Strategic Planning and Risk Management.
9. Describe the impact of coaching and mentoring in workforce development, including risk management, succession planning, team building and employee morale.
10. Describe the elements of the strategic planning process and the role of the First Line Administrator in enlisting support for the agency's strategic plan.
11. Given best practices guideline, examples of policies and procedures, assess the relationship between policy, procedure, and practice and why practice must reflect policy and procedure.
12. Demonstrate how practice is used to carry-out policy and procedure.
13. Critique a written policy and a written policy.
14. Formulate both a written policy and a written procedures using good business writing practices.
15. Using relevant case law and constitutional principles, explain vicarious liability and the steps that can be taken to insulate an agency and administrator from liability exposure to include Training, Performance Evaluations, Discipline, and Policy Development.
16. Describe "due process" as it relates to discipline or the termination of the employment of public employees.
17. Examine the elements and procedural stages for handling complaints of inappropriate conduct against agency personnel.
18. Implement strategies to manage HR issues (ADA, LEP and Sexual harassment, based on applicable laws and agency policies.
19. Given agency requirements and course materials discussed in class, apply best practices in conducting performance evaluations and promotional processes.
20. Identify the key elements in a valid selection process.
21. Discuss the key elements of a valid promotional process.
22. Discuss the role that an employee performance evaluation plays in the administration of an organization including employee development, employee morale, risk management, and training needs assessment.
23. Given hypothetical workplace situations demonstrate knowledge of the role of the First Line Administrator in both formal and informal training in workforce development.
24. Identify the steps for determining the training needs of a unit within an organization.
25. Using relevant social science research and examples from current events, summarize the value of diversity in the workforce/workplace.
26. Examine strategies for ensuring workforce diversity.
27. Examine how to effectively manage generational, racial, gender, sexual orientation and cultural diversity in workplace communication, interactions, and professional relationships.
28. Given relevant workplace scenarios, assess both positive and negative characteristics of various interpersonal communication styles and approaches for communicating within organization, conducting public speaking engagements, and navigating contacts with the media.
29. Examine sources of workforce conflict (i.e., peers, supervisors, subordinates, institutional or organizational culture), outside or community generated pressure including political, or media generated.
30. Analyze appropriate conflict resolution techniques, such as negotiation, arbitration, and mediation to workforce/workplace conflicts between individuals within the organization, outside the organization and between individuals inside the organization and the community.
31. Analyze the role of social media in the workplace to include proper employee conduct as well as benefits to this agency.
32. Describe the steps needed to conduct a "business" meeting, including setting, and adhering to an agenda, facilitating discussion, maintaining a schedule, and documentation.

This course is designed to meet requirements as mandated by the Maryland Police and Correctional Training Commissions and to meet the annual in-service requirements.

Dress Code Policy for Training Sessions at the Academy

To ensure a professional appearance, all in-service officers and staff must adhere to the following dress code to gain admission to any training session at the Academy:

- **Uniform of the Day:** Recommended.
- **Shirt:** Must have a collar; no t-shirts or tank tops.
- **Pants:** Docker-style pants, BDUs, or suits; no shorts or jeans.
- **Footwear:** Closed-toe shoes with socks; no sandals.

Firearms Policy: Officers carrying a handgun on campus must also display their badge in plain view.

Non-Compliance: Attendees who do not follow the dress code will be denied entry to the classroom or range. A report will be submitted to the Chief/Sheriff/Warden/Director outlining the reasons for the denial.

Thank you for your cooperation in maintaining a professional environment.

ESCJA Training Reservation Instructions

1. **Complete the ESCJA Reservation Form:** The fillable form is attached to the announcement email.
2. **Enter Information:** Please type, rather than handwrite, all required information onto the form.
3. **Save and Submit:** Save the completed form and email the saved file to escjaregistration@worwic.edu.

You will receive a notification confirming your seat or informing you if you have been placed on standby.

This document is available in alternative formats to individuals with disabilities by contacting disability services at disabilityservices@worwic.edu, 410-334-2899 or TTY 410-767-6960. Wor-Wic Community College is an equal opportunity educator and employer. Visit www.worwic.edu/Services-Support/Disability-Services to learn more.